# PLAN OF OPERATION REPORT

Workshop held 02. - 04.05.94 - Peshawar

(First Revised Edition)

by **Dr. DIETMAR HERBON** 

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# LIST OF PARTICIPANTS OF OPERATION PLAN

from 2-05-94 to 4-05-94

No.	Name	Designation
1.	Dr. Michael Hirth	Project Director
2.	Dr. Ysuf Nuristani	Project Coordinator
3.	Dr. Syed K. Bakhtari	Education Advisor
4.	Mr. Mohammad Shah Khan	Coord. Teacher Training
5.	Mr. Mohammad Nasim Qasimi	Coordinator Literacy
6.	Ms. Waheeda Farouk	Coordinator Women Program
7.	Ms. Tabassum	Master Trainer
8.	Mr. Baz Mohammad Abedi	Deputy Coord. Women Prog.
9.	Mr. Mir Abdul Malik	Deputy Coord. Literacy
10.	Dr. Gul Jan Wror	Head of Training Unit
11.	Mr. Taj Mohammad	Deputy Training Unit
12.	Prof. Elham	Consultant
13.	Mr. Nazir Ahmad	Deputy Coord. Teacher Training
14.	Mobeen Azizi	Secretary to CTA
15.	Dr. Dietmar Herbon	Moderator (GTZ)

### LIST OF ABREVIATIONS

CTA

Chief Technical Advisor

PC

**Project Coordinator** 

EA

**Education Advisor** 

**CTT** 

**Coordinator Teacher Training** 

CLI

Coordinator Literacy

**CWP** 

Coordinator Women Program

**HPTU** 

Head of Production and Training Unit

CON

Consultant

**DCL** 

Deputy Coordinator Literacy

**DPTU** 

Deputy Production and Training Unit

AD

Administrator

MT

Master Trainer

HS

Head of Section

#### DESCRIPTION OF PROCEEDINGS

#### 1. Introduction

Basic Education for Afghan Refugees (BEFARe) started in Oct. 1990 as a follow-up project of Pak-German Bas-Ed and is located in Pakistan's North West Frontier Province, with its head office in Peshawar. BEFARe is a bilateral project of Pakistan and Germany and is implemented through the German Technical Cooperatin (GTZ).

BEFARe aims at contributing to the improvement of basic education for Afghan refugees. The second two-year phase of the project will end by October 1994. Thus, from 24.04 upto 28.04.1994 a planning workshop was conducted to plan for the next two-year phase starting Nov. 1994. The ZOPP V workshop was held in the premises of BEFARe and the senior staff as well as representatives from other agencies engaged in basic education participated in it. The ZOPP-workshop revised the Project Planning Matrix (PPM) in view of the difficult situation in Afghanistan and the slow process of repatriation of refugees.

The ZOPP V workshop identified the over all goal to which the project wants to contribute as "Basic education for Afghan refugees improved" and the project purpose itself "Effective teaching and learning at the basic education level for Afghan refugees enhanced."

The following concrete results which the project should achieve through its activities were defined and agreed upon:

- 1 Teachers trained to work with project and non-project materials on learner-centered basis
- 2. Appropriate teaching, learning and training material provided.
- 3. Literacy skills acquired by male and female participants.
- 4. Knowledge about mother and child health care acquired.
- 5. Closer links with afghanistan to support basic education established.
- 6. Management competence on different levels strengthened.

For each of these six results the participants of the ZOPP V workshop formulated 3 to 10 activities which they thought were necessary to be undertaken in order to achieve the results.

#### 2. Plan of Operation

#### 2.1 Objectives

The Plan of Operation aims at formulating detailed planning steps (sub-activities) for the whole project period based on the objectives agreed upon during the ZOPP V workshop and documented in the PPM. The Plan of Operation includes (1) activities, broken down in steps or (2) sub-activities with targets and their (3) indicators, including the period in which it has to be carried out, represented through (4) time lines, and with the designation of (5) the person responsible for the activity. The indicators help the project management to assess the achivements and bottle-necks in plan implementation. The definition of time periods allows a consistent and ballanced allocation of resources.

#### 2.2 Preparation

The planning workshop was held in the week immediately following the week in which the ZOPP V workshop had been held. Thus, the participants from BEFARe were still quite aware of the discussions and results of the ZOPP workshop and could immediately embark on the task to more clearly define the set of activities to be undertaken and the timing involved.

The format of the Plan of Operation was taken from the previous Plan of Operation Workshop in Dec. 1992, in which there had been a lengthy discussion about the formal requirements. The format which had been adopted at that time was thought to be quite suitable for the present Plan of Operation, too. Since the OPS system broke down (did not function when used), it was decided to document the planning results with WordPerfect 5.1.

#### 2.3 Plan of Operation

The workshop was held on Monday, 02.05 up to Wednesday, 04.05.1994 at the BEFARe office in Peshawar. 13 senior project staff attended the workshop. It was not thought to be useful or necessary to involve non-project participants in the planning at this level. Most of the participants also had taken part in the ZOPP workshop the previous week and in a ZOPP training before that, and so almost all of them were quite familiar with the planning approach.

The previous Plan of Operation had been distributed to the participants before the workshop so that they also had a chance to familiarize themselves with the structure and as a reminder. Since some activities did not differ from those of the still on-going phase most participants easily gained access to the planning logic.

On the first day, after a short general introduction and discussion about the proceedings, the workshop participants were divided into six groups of 2 to 3 members who were then dealing with the activities pertaining to the six results. It was decided that the task of the first day should be to break-down the activities into sub-activities and to define one indicator for each. The moderator assisted the groups in turn with their tasks, and when required the Project Director Dr. Hirth joined the groups for discussions and for clarifying priorities and requirements. Most of the groups were able to complete this task during the first day of the workshop.

The second day of the workshop was used for discussing and fixing the timing of the activities. Since some of the activities were dependent on the successful completion of other activities by other sections the participants were encouraged to cross-check with the other groups. While the groups were finalizing their time schedules the Project Director and the Moderator once again cross-checked the consistency and the interdependency of the timing. By the end of the second day only minor changes and adjustments needed to be made.

The third day morning was used for finalizing the last activities and discuss and fix the responsibilities. By 11.00 am a final wrap-up session for the entire workshop was held in which the workshop participants expressed their satisfaction with the resulting Plan of Operation. They also appreciated the fact that after completing the whole planning cycle they now understand the project better, can appreciate other sections' contributions and have the feeling of being able to handle their own affairs in a better way.

It was agreed that the draft of the Plan of Operation would be finished the same day and the computer print out cross-checked by the Project Director and the Moderator. After that the draft would be circulated to the different sections and changes, if required, would have to brought to the notice of the project management within one week.

The moderator and the computer assisant then edited and finished the draft of the Plan of Operation, which was cross-checked on the next day.

#### 3. Conclusion

The Plan of Operation workshop took place in a very cooperative, constructive and motivated atmosphere.

During the workshop it became clear, though, that some minor changes would have to be made in the previously agreed upon list of activities as originally documented in the PPM. These changes and adjustments were intensively discussed and then decided.

Attempts were made to formulate the desired achievements in the most realistic way and with a certain flexibility. Since most of the senior staff already had some years of experience with the project the plans were thought to be quite adequate.

It became evident that a revision of the existing project monitoring procedures might be necessary. First of all, because new activities and results had been defined. Secondly, because certain gaps in the present monitoring process became apparent, and thirdly, because in the future more care should be taken in monitoring and evaluating the impacts of different activities, so that the effectiveness of the entire programme or certain components might be evaluated. This is even more important in the light of reduced funds and enhanced awareness of programme quality.

I want to express my sincere thanks to all the participants of this workshop as well as BEFARe's support staff for their active and constructive involvement and the successful completion of their plan. I am sure that it will further strengthen the efforts of the staff to support Afghanistan and the refugee population in Pakistan through better basic education. I am also sure that the project now is laying the foundation for a future engagement of its staff in the reconstruction of the education system in Afghanistan itself, for which I wish them all the best.

Dietmar Herbon

B.E.F.A.Re. PLAN OF OPERATION, 11/1994 - 10/1996

DESCRIPTION	INDICATOR	IV I 94 95	111	111 95	1V 95	I I 96	111   111 96   96	Ι ΙΥ 96	III IV RESPONS. REMARKS 96 96	REMARKS
AC 01.01 Conduct Training for Trainers	01 116 trainers trained by 10/95 and 96 (each)								CTT-NTS	Nore detailed training
01.01.01 Train Waster Trainers for grades I,II,III 01 10 WTs, for grades I,II,III refresher refresher and Islamyat grade III & Islamyat trained by 2/95 and 96 (ear	01 10 MTs, for grades I,II,III refresher & Islamyat trained by 2/95 and 96 (each)	×				×			CTT-MTs	training would be developed
01.01.02 Train MTs for G IV, V Pashto, Wath	01 10 MTs, trained for G IV and V by 6/1995 and 1996 (each)		×				×		CTT-MTS	these activities
01.01.03 Train teacher trainers for G I, II, III refresher + Islamyat (G III)	01 50 TTs for G.I., II, III refresher and Islamyat G.III trained by 3/95 & 96 (each)					×			CTT-MTs	
01.01.04 Train TTs for G IV , V Pashto / Wath	01 50 TTS G IV,V trained 12/95 & 10/96 (each)				×			×	CTT-MTS	
01.01.05 Train BSAs for G IV, V Pashto, Wath and Islamyat	01 56 BSAs for G IV, V, Islamyat G III trained by end of 1995 & 10/96 (each)				×			×	CTT-MTS	
AC 01.02 Conduct training programme for teachers	01 2450 teachers for G I, II, III, IV, V trained by 9/1996								CTT-MTS	HPTU is also involved in these activities
01.02.01 Train teachers individually by coaching	Of Trained teachers when required by MTs, TTs, BSAs regularly by 1995 and 1996	-×	<del>-</del>			Ť	+	×	CTT-MTS	
01.02.02 Train teachers for G 1, 11, 111 refresher 01 950 teachers for G 1,11, 111 refresher course in all 4 sub-centers in various training centers (Pashto,Math,Islamyat)	01 950 teachers for G I,II, III refresher courses trained by 4/1995		×						CTT-MTS	
01.02.03 Train teachers for G I.11,111 refresher Pashto, Aeth & Islamyat G III in various training centers	01 950 teachers for G 1, 11, 111 refresher courses trained by 4/1996								CTT-MTS	

DESCRIPTION	INDICATOR	IV I II 94 95 95	111	95	1 8 9 9	11 11 96 9	111 IV 96 96	III IV RESPONS. REMARKS 96 96	REMARKS
01.02.04 Train teachers for G IV new books Pashto, 01.300 Teachers for G IV trained by 9/1995 and 9/1996	ii 300 Teachers for G IV trained by 9/1995 and 9/1996		xxx	×			×	CTT-MTS	
01.02.05 Train teachers for G V new books Pashto, 01 250 teachers for G V trained by 9/1996 Wath	il 250 teachers for G V trained by 9/1996						××	CTT-NTS	
AC 01.03 Conduct training for Head Teachers	01 321 Head Teachers trained by 10/1995 and 10/1996 (each)							CTT-MTs	
01.03.01 Train Head Teachers for mutual understanding and cooperation between Education - Cell and BEFARe	01 321 Head Teachers trained by 11/1994 and 11/1995 (each)	×		×				CTT-MTS	
01.03.02 Discuss mutual problems and their solutions (project and schools)	01 Regular discussion held by 10/1996	-	<del></del>	<del> </del> -	<u> </u>		<u>×</u>	CTT-MTs	
AC 01.04 Monitoring of formal education activities 01 12 MTs, 50 TTs, 50 ATs, 56 BSAs, 321 schools, 950 PMTs, 60.000 st monitored by continuously	01 12 MTs, 50 TTs, 50 ATs, 56 BSAs, 321 schools, 950 PMTs, 60.000 students monitored by continuously							CTT-MTS	
01.04.01 Wonitor WT, TT, schools, teachers	01 12 MTs, 50 TTs, 50 ATs, 56 BSA, 321 schools, 950 teachers monitored	- - - - -	$\dot{+}$	+-		1	<u>×</u>	CTT-MTs	,
01.04.02 Wonitor of schools (TTs, Ats, BSAs, PWTs, 01.221 schools, 950 PWTs, 50 TTs, 50 ATs, students) by Master Trainers	Continuousiy 01 321 schools, 950 PMTs, 50 TTs, 50 ATs, 56 BSAs monitored by MTs continuously	1	$\div$	+-	-		<u>×</u>	CTT-MTS	
01.04.03 Wonitor ATs, PWTs, Students by TT	01 50 ATS,950 PMTs,321 schools+60000 students x		$\dot{\top}$	<del></del>	<del> </del> -	1	<u>*</u>	CTT-MTS	
01.04.04 Wonitor PWTs by BSAs in their own school	01 140 PMTs monitored by BSAs continuously	X		+-			I	x CTT-MTS	

AC 02.01 Translate Generic Teacher's Manual into Printed, distributed by 12 / 1994  Trainers and MGOs  AC 02.02 Provide teachers with material 'How to teach islamyat teacher's guide provided by 12 / 1994  O2.02.02 Print of Islamyat teacher's guide  O1 Islamyat teacher's guide o1 Islamyat teacher's guide for grade III printed by 12 / 1994  O2.02.03 Develop / provide appropriate teaching materials and aids  AC 02.04 Wodify and distribute existing textbooks  O1 Existing textbooks of Pashto/Math for G IV, for grade IV and V (Pashto)  V modified by 7/1995 and printed, distributed by 12 / 1994  O2.02.03 Develop / provide appropriate teaching materials and aids  O1 Existing textbooks of Pashto/Math for G IV, for grade IV and V (Pashto)	okg,	×				-	EA-CON	
AC 02.02 Provide teacher's with material 'How to distributed by beginning of 1955 (20.02.01 Produce of Islamyat teacher's guide of Islamyat teacher's guide provided by 11/1994 (20.02.02.02 Print of Islamyat teacher's guide of Islamyat teacher's guide for grade of 12.02.03 Develop / provide appropriate teaching of Printing and distribution of teach materials and aids  AC 02.04 Wodify and distribute existing textbooks of Pashto/Math for grade IV and V Pashto) V modified by 7/1995 and printed	k x x	><						
02.02.01 Produce of islmsyst teacher's guide provided by 11/1994 02.02.02 Print of Islamyst teacher's guide provided by 11/1994 02.02.03 Distribute Islamyst teacher's guide 01 Islamyst teacher's guide 6 III print 12.02.03 Develop / provide appropriate teaching of Printing and distribution of teach materials and aids AC 02.04 Wodify and distribute existing textbooks 01 Existing textbooks of Pashto/Wath for grade IV and V Pashto)  V modified by 7/1995 and printed	××	×					EA-CON	
02.02.02 Print of Islamyat teacher's guide 11 prin 12 / 1994 02.02.03 Distribute Islamyat teacher's guide 6 III prin 12 / 1994 AC 02.03 Develop / provide appropriate teaching 01 Printing and distribution of teach materials and aids departments AC 02.04 Wodify and distribute existing textbooks 01 Existing textbooks of Pashto/Wath for grade IV and V Pashto) V modified by 7/1995 and printed	× ,	×					EA-CON	
02.02.03 Distribute Islamyat teacher's guide of istributed by 1/1995 AC 02.03 Develop / provide appropriate teaching of Printing and distribution of teach materials and aids departments AC 02.04 Wodify and distribute existing textbooks 01 Existing textbooks of Pashto/Wath for grade IV and V (Pashto)	<b>&gt;</b>	×					EA-CON	
AC 02.03 Develop / provide appropriate teaching of Printing and distribution of teach materials and aids on request of the departments and distribute existing textbooks of Pashto/Math for grade IV and V (Pashto)	,	_					EA-CON	
AC 02.04 Wodify and distribute existing textbooks Of Existing textbooks of Pashto/Wath for grade IV and V (Pashto)	ther	1		-	I	<u>×</u>	HPTU	
	h for G IV,						UTAH	PC - EA assists in organiz- ing working groups
02.04.01 Modify G IV Pashto textbook 01 G IV Pashto textbook modified and printed by 7/1995 (9000) books	-×	1	×_				HPTU-NTS	
02.04.02 Wodify G IV Wath textbook 01 G IV Wath textbook modified and printed by 7/1995 (9000) books	×		×				DPTU-MTS	
02.04.03 Modify G V Pashto textbook 01 G V Pashto textbook modified and printed by 7/1996 (7000) books	printed		- <u>+</u>		Î		HPTU-NTS	
02.04.04 Wodify G V Wath textbook 01 G V Wath textbook modified and printed by 7/1996 (7000) books	rinted by		<u> </u>		<u>×</u>		OPTU-MTS	

AC 02.05 formulate and distribute teacher's guides of Pashto and Wath teacher's guide for G IV, V formulated by 7/1996 (800) each grade 02.05.01 Provide of G IV Pashto teacher's handbook provided by 7/1995 (800) each grade 02.05.02 Provide of G IV Pashto teacher's handbook provided by 7/1995 xx printed by 7/1995 (400) books 02.05.03 Provide of G IV Math teacher's handbook provided and printed by 7/1995 (400) books 02.05.03 Provide of G V Pashto teacher's handbook provided and printed by 7/1996 (400) books	cher's guide for G IV,V  6 (800) each grade  book provided by 7/1995 x-  (400) books  7x- (400) books		× .		Ŧ	1		
02.05.01 Provide of G IV Pashto teacher's handbook 01 G IV teacher's hand (400) books 02.05.02 Provide of G IV Wath teacher's handbook 01 G IV teacher's hand printed by 7/1995 02.05.03 Provide of G V Pashto teacher's handbook 01 G V teacher's handbook	book provided by 7/1995 x- book provided and (400) books Ook provided		×		-		HPTU-	
02.05.02 Provide of G IV Math teacher's handbook 01 G IV teacher's hand printed by 7/1995 02.05.03 Provide of G V Pashto teacher's handbook 01 G V teacher's handbook 7/1	and		_				HPTU-MTS	
02.05.03 Provide of G V Pashto teacher's handbook 01 G V teacher's handb	ook provided		×				DPTU-MTS	
	220 (400) 000KS		<u> </u>	-		×	HPTU-MTS	
02.05.04 Provide of G V Math teacher's handbook   01 G V teacher's handbook provided and printed by 7/1996 (400) books	ook provided 1996 (400) books		<u></u>			*	DPTU-MTS	
AC 02.08 Investigate non-project sources OI Mon-project sources for Dari teaching material / personnel materials investigated by Deginning of for G 1, II, III Meth / Pashto	Mon-project sources for Dari teaching materials investigated by beginning of 95 for G 1, II, III Math / Pashto			· · · · · · · · · · · · · · · · · · ·			HPTU-EA	
02.06.01 investigate Dari textbooks and related on Dari textbooks and related teacher's guide   x teacher's guide in Swedish Commt.+ UNO + identified Winistry of Education Afghanistan, etc.	related teacher's guide x-	<u> </u>		-	İ	<u>×</u>	HPTU	
02.06.02 Investigate Dari math books and OI Math books and related teacher's guides in Swedish Commt UNO + Winistry of Education Afghanistan	01 Watb books and realted teacher's guides xidentified	i I			1	×	HPTU	

DESCRIPTION	INDICATOR 5	IV I 54 95	11 95	95	1 V 85	1 96	96 11	1111   1	111 IV RESPONS. 96 96	REWARKS
AC 03.01 Train all LOs, POs, FOs, Supervisors in (professional supervision (male/female)	01 At least one trained LO, PO, FO, supervisor available for each concerned subcenter/area								CLI-CWP	
03.01.01 Employ at least 3 more male area supervisors	01 3 male area supervisors employed for Timergara and Kurram sub-centers	×							CTA-CLI	
03.01.02 Determine the schedule of the supervision 01 Supervision training schedule is made training		×							CF.1	
03.01.03 Develop supervision training materials / 01 Supervision training contents / hand-out available for training		×							CLI-DLC	
03.01.04 Conduct supervision training	01 Supervision training conducted for the concerned staff	×						***************************************	CLI-HPTU	
AC 03.02 Train / supervise literacy instructors male and female	Of One trained instructor is available for each literacy course requested by the communities								CLI-CKP-	
03.02.01 Test of new instructor candidates	01 New candidates tested	× ×		_ <u>×</u>	×	×	×	×	CLI-CWP	
03.02.02 Conduct basic training for literacy instructors for different levels	0) Literacy instructors trained for Primer, Reader and Arithmetic levels before starting literacy courses for each phase	× ×		_ <del>×</del>	~	×	×	×	CLI-CKP	
03.02.03 Conduct refresher seminars for trained instructors	Of Each trained (former) instructor participated in 3 days refresher seminar before runing literacy courses in different levels	*		× ×		×	~	×	CLI-CWP	
103.02.04 Supervise literacy instructors A provide Of Regular monitoring reports submitted to project management		×	xxx		xx		XXX	xxx	CLI-CWP	
03.02.05 Conduct refresher seminars for literacy instructors on different levels	Of Each active literacy instructor participated in refresher seminar in the middle of each running phase		<u>×</u>		<u>×</u>		×	×	X X CLI-CWP	

DESCRIPTION	INDICATOR	1V I 1 94 95 9	11 111 95 95	17	1 11 96 96		III IV RESPONS. REMARKS 96 96	REMARKS
AC 03.03 Compile training hand-outs for Primer, Reader and Arithmetic instructors	01 Training hand-outs compiled						CLI	
03.03.01 Discuss / design training hand-outs	Oi Training hand-outs finalized and ready for calligraphy	×					CLI-CON	
03.03.02 Distribute training hand-outs to literacy 01 Every literacy instructor received the instructors	Of Every literacy instructor received the printed copy of training hand-outs	XX	X X X X	×	×	<u>×</u>	CLI	
AC 03.04 Revise existing teaching and learning Pashto literacy material	Of Teaching and learning Pastho literacy material revised and approved						GLI	-
03.04.01 Revise literacy Pashto Primer + Teacher's OI Literacy Pashto Primer + Teacher's Guide guide revised and approved by 11/1994		×					CLI-CON	
03.04.02 Revise literacy Reader + lesson plan	Oi Literacy Pashto Reader + lesson plan revised and approved by 4/1995	XXX					CON	
03.04.03 Revise literacy Arithmetic + lesson plan   OI Literacy Arithmetic + lesson plan revised and approved by 12/1995	01 Literacy Arithmetic + lesson plan revised and approved by 12/1995			x xxx			DLC-DPTU	
AC 03.05 Produce new functional Pashto follow-up literacy textbooks	01 Functional Pashto literacy textbook available for literacy graduates by 10/1996						CLI-CWP	
03.05.01 Produce one follow-up functional literacy O1 The draft of male follow-up functional text for male participants	01 The draft of male follow-up functional literacy text is ready by 7/1995		xxx				CLI-CON	
03.05.02 Produce one follow-up functional literacy Oi The draft of female follow-up functional text for female participants		XX XX					CWP-HPTU	
03.05.03 Produce one follow-up functional literacy O1 The draft of Islamyat follow-up text is text (Islamyat) for literacy participants ready by 8/1996	01 The draft of Islamyat follow-up text is ready by 6/1996				XXX	xx	DLC-CON	

DESCRIPTION	INDICATOR	1V 1 94 95 9	95 95	111 IV 95 95	1 36	11 111 1V 96 96 96	III IV RESPONS. REMARKS 96 (96	REMARKS
AC 03.06 Produce literacy Pashto Reader and lesson plans for madrassa and school drop-outs participants	Of New Pashto literacy Reader + lesson plan available for Wadrassa and school drop-outs courses by 8/1996						CL1-CON	
03.06.01 Prepare table of syllabus for madrassa & 01 Table of syllybus for Reader (madrassa and school drop-outs (Reader)	01 Table of syllybus for Reader (madrassa and school drop-outs) is ready by 3/1995	ж					CL1-CON	
03.06.02 Produce draft of Madrassa and school drop-outs (Reader)	Of The draft of madrassa and school drop-outs literacy reader is ready by 1/1996			×	ххх		-W00	
AC 03.07 Produce Dari literacy textbook & teaching 01 The draft of Dari literacy textbooks and materials for Primer & Arimthmetic level teaching materials ready by 10/1996	Of The draft of Dari literacy textbooks and teaching materials ready by 10/1996						611	Depends on budged and availability of qualified
03.07.01 Produce draft of Dari literacy Primer	Of Draft of Dari literacy Primer is ready by 3/1996			XX	xxx xxx			
103.07.02 Produce the draft of teacher's guide for OI Draft of teacher's guide for Dari Primer is ready by 5/1996	01 Draft of teacher's guide for Dari Primer is ready by 5/1996				×	×		
03.07.03 Produce draft of Dari literacy Arithmetic 01 Oraft of Dari literacy Arithmetics is ready by 7/1996	01 Draft of Dari literacy Arithmetics is ready by 7/1996				×	X XX X		
03.07.04 Produce the draft of Dari Arithmetics lesson plans	01 Draft of Dari lesson plans for Arithmetics is ready by 9/1996					×		
AC 03.08 Run (increase no. of) literacy courses for male and female participants for various levels	Of Sufficient number of literacy courses conducted to meet target figures						CLI-CWP	
03.08.01 Select communities interested in literacy O1 List of communities / camps available programme	Of List of communities / camps available	×	××	×	×	×	CLI-CWP	
03.08.02 Aun literacy course for various levels in 01 Courses for various levels planned for each phase	OI Courses for various levels planned for interested areas in each phase	- <del>×</del>	×			×	CLI-CWP	

DESCRIPTION	INDICATOR	1V I III III IV 94 95 95 95 95	- 9 9	11 111 IV RESPONS. REWARKS	REWARKS
03.08.03 Conduct literacy courses for various levels	01 80% of literacy courses (various levels) completed according to schedule	x		x CLI-CWP	
AC 03.09 Establish box libraries in instructors' OI At least one instructor recieved box homes	01 At least one instructor recieved box libraries in each area / camp			CLI-CWP	
03.09.01 Provide library boxes	01 Library boxes are available by 7/1995	_ ×		AD	
03.09.02 Provide various books for box library	01 Various books are available by 7/1995	*		AD-CLI-	
03.09.03 Distribute library box as test run	01 At least 10 library boxes distributed in 10 camps by 8/1995 as test run	×		CLI-CWP	
AC 03.10 Assess skills and their utilization of / 01 At least 15% of test results improved to by literacy participants  "very good" or "good" by the end of each phase	01 At least 15% of test results improved to Very good or good by the end of each phase			CLI-CWP	
03.10.01 Design/modify literacy tests for various   01 Various sets of tests ready in each phase levels (mid-term, final test)	01 Various sets of tests ready in each phase	×	×	CLI-CWP	
03.10.02 Implement mid-term and final tests for various levels	01 Mid-term & final tests implemented in each phase of literacy programme	×	×	x DLC-CWP	
		_	_		

DESCRIPTION	INDICATOR	1V I III 94 95 95	95	111 IV 95 95	1 96	11 96	11 9	II III IV RESPONS. 96 96 96	REMARKS
AC 04.01 Translate + record WCH materials into Dari	01 MCH material translated into Dari+recorded by 10/1995							d M.O	
04.01.01 Translate MCH book into Dari	01 WCH book translated into Dari by 5/1995	XX XX				-		CWP	
04.01.02 Print 6000 MCH Dari books	01 6000 WCH books printed (Dari) by 8/1995		×					CWP	
04.01.03 Record WCH Dari material (master - tape)   01 2 WCH master tapes recorded by 7/1995	01 2 MCH master tapes recorded by 7/1995	X XX XX	×					CM	
04.01.04 Duplicate Dari (MCH) master tape	01 25 sets of tapes recorded (Dari) by 8/95	- 2	XXX					CMLD	
04.01.05 Translate flipcharts into Dari	01 MCH flipchart translated into Dari by 5/1995	XXX						d.	
04.01.06 Print flipcharts (Dari)	01 25 sets of flipcharts printed Dari by 8/95		-xx					d M	
AC 04.02 Train Field Officers + Programme Officers   01 11 Field Officers + Programme Officers in Dari	01 11 Field Officers + Programme Officers trained in Dari by 10/1995							dato	
04.02.01 Select Field Officers and Programme Officers for training in Dari	Of Field Officers (9), Programme Officers (2) selected by 10/1995		×					d AS	
04.02.02 Train Field Officers and Program Officers 01 9 Field Officers, 2 Programme Officers in MCH Dari	01 9 Field Officers, 2 Programme Officers trained in Dari by 10/1995			~				d dis	
AC 04.03 Train more Group Leaders by Field Officers in WCH (Dari/Pashto)	01 250 Group Leaders trained in WCH Dari / Pashto by 10/1996							dis	
04.03.01 Select+train GL in Pashto	01 200 GL selected & trained in MCH Pashto by 10/1996	× ×	×	×		×		dis	
04.03.02 Select+train GL in Dari	01 50 GL selected/trained in MCH Dari by 10/96			<u>×</u>	×	×	×	G. P.	

DESCRIPTION	INDICATOR	IV I 94 95	5 9	11   11 95   95	111   IV 95   95	1 96	111	111	IV RESP 96	III IV RESPONS. REMARKS 96 96	RKS
AC 04.04 Conduct WCH refresher courses	01 Revised MCH courses conducted upto 10/96								d.		
04.04.01 On the job training of Group Leaders (MCH 01 Continuous on the job training of GL conducted by Field Officers upto 10/	1996	<u>-</u>	<del></del>	<del></del>		1	<u> </u>		X CWP		
04.04.02 Wonitoring of (WCH) courses	Of Continuous monitoring of MCH courses by Field Officers upto 10/1996	- - - X	<del></del>	<del></del>	-	1	<del>-</del>		X CWP		
AC 04.05 Test / Assess participants of WCH courses 01 Participants tested + assessed in WCH by and their utilization	01 Participants tested + assessed in MCH by 10/1996								dia.		
04.05.01 WCH questionnaire prepared by Field Officers	01 Questionnaire prepared for WCH by 12/1994	×							CWP		
04.05.02 (2) Tests administered (2) tests evaluated	Of Pre / Post test administered to all participants & evaluated	×	×	× ×	× ×	× ×	×	*	X CWP		
AC 04.06 Provide audio / visual teaching material   01 Audio / visual teaching materials   provided	Ol Audio / visual teaching materials provided								8		
04.06.01 Provide tape recorders, projector, audio 01 (15) tape recorders (1) projector set, + cassettes (MCH) health cassettes provided by 1/1995	01 (15) tape recorders (1) projector set, + health cassettes provided by 1/1995	×							CMD		
04.06.02 Distribute health kits and WCH book	01 25,000 health kits distributed by 10/1996, 19,000 MCH books distributed by 10/1996	x	$\dot{\top}$	<del>-                                    </del>	+				X		
AC 04.07 Establish nursery program for infants	Of Mursery program for infants established by 95 and continued upto 10/1996								a s		
04.07.01 Prepare special curriculum for infants	01 Curriculum ready by 1/1995	× ×							S.		
04.07.02 Select Group Leader for nursery program	01 7 group leaders selected by 2/1995		×						CWP		
04.07.03 Train group leader for specially prepared 01 7 group leaders trained by 2/1995 curriculum for infants	01 7 group leaders trained by 2/1995		×						di di		

DESCRIPTION	INDICATOR	IV I II 94 95 95	11 56	11   111   1V 95   95   95	111 IV I III 95 95 96 96	1 6	1 96	111 IV 96 96	1 II III IV RESPONS. REMARKS 36 96 96 96	REMARKS
04.07.04 Provide teaching material for infants	01 Teaching material for infants provided by 3/1995	*				<b></b>			CWP	
04.07.05 Provide on the job training to group leaders	O1 On the job training continuously given to group leaders from 4/95 onwards	~	<u> </u>		i	:	<del>-                                    </del>	<u>×</u>	d MO	
04.07.06 Wonitor special courses for infants	O1 Special courses continuously monitored by Field Officers		<u> </u>		i	i			G. N.	
AC 04.08 Investigate WCH oriented NGOs to imple— 01 Other agencies working in WCH programme ment project's Dari/Pashtto health prog. in Dari/Pashto contacted	Of Other agencies working in MCH programme in Dari / Pashto contacted								di E	
04.08.01 Invite other agencies	Of Prepare list for invitations until 12/94	-x	-	I	Ť	÷	<u> </u>	<u>×</u>	CW	
04.08.02 Arrange meetings	01 Weeting with other NGO's arranged	X X CWP	I	T	十		$\dashv$	× .	CWP	
04.08.03 Visit other organiz. working in WCH Dari Ol Organizations working in WCH Dari / Pashto x visited	01 Organizations working in MCH Dari / Pashto visited	<u> </u>			i	+	×	× .	CWD	

DESCRIPTION	INDICATOR	IV I 94 95	11 95	111   1V 95   95		1 I 96	11   11 96   96	1 10	111   IV   RESPONS. 96   96	REWARKS
AC 05.01 Establish and keep records on educational 01 Updated database on all external training staff and their training received by the activities are available project	Of Updated database on all external training activities are available								PC-EA	
05.01.01 Collect data from sections and sub-centers on educational training which was offered by the project to the project staff	0) Updated section, sub-center, Programme Officer's reports are recorded at the end of each training phase	×	×	×	×	×	×	×	PC-EA	
05.01.02 Update records on all educational staff trained or employed by the project	01 List on project's educators and trainees updated by 12/1994 / after that updated every six months	×	×	*	×	×	×	× '	PC-EA	
05.01.03 Keep all staff members and project trained persons informed about the project developments and activities	Oi Circular letters distributed through school & field staff to the concerned project trained persons	×	×	×		×	×	×	PC-EA	
05.01.04 Encourage and motivate past & future repatriatess to inform project about their address and employment in Afghanistan	01 All project trained person inform project about address		× ×	XX	×		×	×	PC-EA	
05.01.05 Issue training certificates and keep records of all educational staff and trainees	01 95% of all employees, staff and trainees in NWFP are recorded in the file and receive certificates		×	×	×		×	×	PC-EA	
AC 05.02 Establish communication with repatriated 01 Project keeps contact with repatriated project trained educators	0) Project keeps contact with repatriated project trained educators								PC-EA	This is very difficult and tedious. In the past the
05.02.01 Enable all project trained educators to communicate with the project	01 Newly repatriated staff / educators inform x- project about their employment	× ×	1		T.	Ť	i –	<u>×</u>	PC-EA	
05.02.02 Attach request to the certificates of project trained educators / staff to inform the project about their addresses, employments	01 Letter / proferma designed and distributed   xx	××	× ×	×	×		××	×	PC-EA	

DESCRIPTION	INDICATOR	IV I 94 95	11 82	95	1V 95	96	11 96	111 IV 96 96	III IV RESPONS. REMARKS 96 96	REMARKS
05.02.03 deliver letters to those project trained staff / educators whose addresses are known, to inform the project about other addresses known to him / her	Ol Letters delivered to those who's addresses are found	×		1	-	1	i	ř	PC-EA	
AC 05.03 Maintain / establish contacts with government institutions for basic education in Afghanistan	Of Project information sent to the Winistry of Education and other educational institutions at least twice a year (Reports, minutes, statistics, textbook etc.								CTA-PC-EA	
05.03.01 Send brief reports on project trained staff / educators to the ministry of education and related Basic Education authorities to Kabul and Provinces	Ol Brief reports sent quarterly, letter sent to agencies, programmes, NGO's etc. to obtain information about similar activities and objectives to negociate mutual cooperation related to Basic Education regularly	×	×	×	×	×	×	×	PC-EA	
05.03.02 Attend (regular) meetings of Education-Cell, Commissionerate, UNHCR, ACBAR, Afghan Winistry of Education, Basic Education meetings in national and local levels	oi BEFARe represented in (regular) agencies meetings			<u> </u>	1	I	1	_ <del>×</del>	PC-EA	
05.03.03 Participate in national / international workshops, seminars, conferences conducted by other agencies	01 Participate in at least one MS, S, C etc.	<u> </u>					Ī	Ť	PC-EA	Time can only be fixed after WS, S, C has been identified
05.03.04 Invite representative from the Win, of Ed. & related institutions to Peshawar by 12/1994	OI Visit by Afghan representatives	×							20	
05.03.05 Invite teachers / instructors (multipli- of 25 multiplicators from Afghanistan trained cators) from Afghanistan for training to Peshawar	01 25 multiplicators from Afghanistan trained in Peshawar	×							20	

DESCRIPTION	INDICATOR	1 V I	5 95	95	1V I   II   III   IV   I   II   III   II   III   III	I I I	111	IV RESPON	1   11   11   1V   RESPONS. REMARKS	
AC 05.04 Explore new appropriate activities	01 New appropriate activities identified							PC-EA		
05.04.01 investigate, adopt and use non-project O1 Non-project materials are used teaching learning / training sources	01 Non-project materials are used	-x	-	1			×	x PC-EA	-	
05.04.02 Cooperate with NGOs engaged in Basic Education in NWFP and Afghanistan	01 Regular cooperation with other NGO's established	<u>-</u>	+-	<del> </del>		+-		x PC-EA		
05.04.03 Enquire about possible upcoming educational jobs in Afghanistan, in NGOs or Govt. programmes	01 Regular inquiries made	×	×		*	×		x PC-EA		

DESCRIPTION	INDICATOR	IV I II 94 95 95		111 IV 95 95	. 1 9g	11	1111	III IV RESPONS. REMARKS 96 96	REWARKS
AC 06.01 Wodify + revise organogram according to the organizational needs	01 All the staff member received & understand the revised organogram by 12/1994							CTA-PC-EA	
06.01.01 Complete and finalize the organogram	01 Finalized organogram available/distributed >> by 12/1994	××						PC-EA	
06.01.02 Provide Job description according to the 01 All employees receive job description by revised organogram		××						PC-EA	
AC 06.02 Strengthen & improve M & E in order to analyse figures, sector reports, etc.	01 Appropriate M & E sheets and further steps are developed by 2/1995							CTA-PC-EA	
06.02.01 Assess of project information needs	01 Organizational information needs identified xx		××××	×	xx xx xx	×	×	PC-EA	
06.02.02 Invite the services of an external consultant in order to improve the project M & E system	01 Consultant completes work by 12/1894	×						CTA	
06.02.03 Analyse, adjust and improve data collection, reporting system on the basis of organization needs	01 Appropriate data collection form, questionnaires, report sheets are developed by 12/1994 and used.	<u> </u>	<u> </u>		<u> </u>	i	<u> </u>	x PC-EA	
06.02.04 Distribute M & E reports to staff for monthly feedback	Of Monthly monitoring reports distributed to the responsible sections and staff	- - -x	+	<del> </del>	1		×	PC-EA	
06.02.05 Institutionalize quarterly meeting on different responsibility levels to discuss M & E feedback and results	Of Necessary M & E feedback are available before each meeting and meetings are held regularly	×	×	<del>-</del>	*	×	~	PC-EA	
06.02.06 Design students' / learners' achievements 01 Test designed / proforma or study design test / study	Of Test designed / proforma or study design available			×				5	
06.02.07 Test / study students' / learners' achievements	01 Test administered / study implemented			~				2	

DESCRIPTION	INDICATOR	1V I 94 95	11 85	111 IV 95 95		1 1 96	11 11 96 9	111 IV 96 96	III IV RESPONS. REMARKS 96 96	REMARKS
06.02.08 Evaluate achievements test / survey	01 Test evaluated, report available				*				PC	
06.02.09 Design teachers' / instructors' pedagogical approach test / study	01 Test / study designed				×				22	
06.02.10 Test / survey teachers' / instructors' approach	01 Test adminstered / study implemented				×				22	
06,02.11 Evaluate approach tests / survey	Of Test evaluated, report available				*				J <sub>e</sub>	
AC 06.03 Define training needs of project staff, Commissionerate Afghan Refugees, Education-Cell and Social Welfare Cell	Of Training needs of the staff and project partners are defined								CTA-PC-EA	
06.03.01 Wonthly meetings are held in the project in order to discuss the problems related to schools, teachers, regarding training needs	OI Training needs for teachers are defined				1		İ	<u>×</u>	EA-HPTU	
06.03.02 Identify the main topics or problems for the training	Of List of required topics identified	1				1	İ	×	EA-HPTU	
06.03.03 Conduct monthly meetings on regular basis with EC, SWC in order to discuss training needs	01 List of training needs are produced and updated	-X	<u> </u>		1		i	×	PC-CTT- CWP-CLI	
06.03.04 Develop draft training schedule for staff members and CAR (EC + SWC) staff	01 Training schedules developed	<u> </u>	<u> </u>	<del></del>			1	×	HPTU-EA	
AC 06.04 Brief and consult the staff of Education— Of Wonthly meeting are held with Education— Cell and Social Welfare Cell staff cooperation and coordination in order to find out solutions to problems of mutual concern and interest	Of Wonthly meeting are held with Education— Cell and Social Welfare Cell staff	<u> </u>		<u> </u>					x PC-EA	

DESCRIPTION	INDICATOR	ΙV Ι 94 95	11 95		111 IV 95 95	1 96	11 11 96 9	111 IV 96 96	III IV RESPONS. REMARKS 96 96	REMARKS
AC 06.05 Offer training to senior project staff (educational, administrative, and to CAR, Education Cell, Social Welfare Cell	Of Two annual internal training programmes are conducted								CTA-PC	Training schedule to be developed after needs assessment (see activity
06.05.01 Provide short term internal training programme for the project staff	Ol Staff are regularly selected and trained in education + administration	×	_×	×	×	×	_×	×	EA-HS	60.00
06.05.02 Expand the project library in order to meet some of the project staff's educational needs	01 All the project employees have access to the library material			×			*		HPTU-EA	
06.05.03 Provide ZOPP planning + educational training for project as well as CAR (EC+SWC) staff	Or Senior project staff and EC + SWC high level employees participate in ZOPP	-x		<del>-</del>		1	†	Ť	CTA	Timing depends on the PAS schedule, and on schdule & programs of other training
AC 06.06 Give in-service training in educational planning, administration, training of trainers, ZOPP etc.	01 Senior staff members participate in internal and external training programmes								CTA	
06.06.01 Identify organizations /institutions offering education training in Pakistan and abroad	0) Updated schedules and contents of training activities of the organization are available to the project		×			×		×	PC-EA	
06.06.02 Select staff members for training	01 Staff members participate in appropriate training upto 11/1995	×			*				PC-EA	
06.06.03 Carry out internal training for senior project staff in various field	01 Staff are trained in ZOPP + M & E and reporting methods by 10/1996	<u> </u>		<del> </del>			İ	<u> </u>	. <b>X</b>	
06.06.04 Senior staff members attend educational seminars, workshops, administrative and anagement training	Oi Senior staff have received at least one training by 10/1996	<u>.</u>	+					<u> </u>	CTA	
AC 06.07 Quarterly work plans are submitted by respective Coordinators	Of Quarterly work plans available at the end of previous quarter	×	-×	×	×	×	×	×	5 <u></u>	

DESCRIPTION	INDICATOR	1V I III IIV I III IV 1 6 6 6 6 6 6 96 96 96 96 96 96 96 96 96	11 1	11 IN	1 96	36	111 1	11 111 IV 1 11 III IV RESPONS. REMARKS 95 95 96 96 96 96 96	REMARKS
AC 06.08 Develop concept and approach for handing- 01 Concept and detailed steps for handing-over over, transforming, or phasing out the transforming or phasing-out developed and project	Of Concept and detailed steps for handing-over transforming or phasing-out developed and approved							CTA-PC	-
06.08.01 Develop and discuss options	01 Concept paper				×			CTA-PC	
06.08.02 Get approval for one option	01 Decision taken and documented					×		CTA-PC	
06.08.03 Implement the approach	Of Transfer and release of staff and assets implemented					<u></u>	Î	x x CTA-PC	